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In September 1969 the Bureau of Indian Affairs is instituting a bilingual-bicultural kindergarten program on the Navajo Reservation. A major aim of the program is to develop and implement a curriculum in which Navajo is the primary medium of instruction and English is taught as a second language. While the teaching of English is only one part of the total kindergarten curriculum, it is a part upon which future school achievement and social mobility largely depend. This preliminary guide outlines the distinctive sounds of English which need to be mastered, the basic sentence patterns of the language, and a vocabulary sufficient for classroom procedures and beginning reading texts. The content and ordering of the language lessons are based on a contrastive analysis of Navajo and English, which allows the prediction and description of problems the speakers of one will have in learning the other. This curriculum outline will be the basis of forthcoming teaching materials being prepared by the author. (AMM)

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CURRICULUM GUIDE FOR TEACHERS OF ENGLISH IN KINDERGARTENS FOR NAVAJO CHILDREN

by
Muriel R. Saville

THE BUREAU OF INDIAN AFFAIRS
DEPARTMENT OF THE INTERIOR

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FOREWORD

Curriculum Guide for Teachers of English in Kindergartens for Navajo Children was edited and prepared for publication by the Center for Applied Linguistics under contract with the Bureau of Indian Affairs. Dr. Muriel R. Saville, of Texas A&M University, was responsible for the linguistic and pedagogical contents of the Guide.

The preparation of the Guide was in direct response to Recommendation 6 of the Planning Conference for a Bilingual Kindergarten Program for Navajo Children, Conclusions and Recommendations, October 11-12, 1968, which was convened by the Center for the Bureau of Indian Affairs.

The Recommendation reads:

> The conference recommends that the BIA take immediate steps towards the development of an English curriculum embodying a list of structures and vocabulary items of the language that should be covered in the first year of oral English for the Navajo kindergarten child. The conference believes that preparation of actual materials for oral English based on the specific problems of Navajo children, with suggestions for classroom activity to the teacher, would be of immense help to the kindergarten program. It suggests that such preparation be undertaken as soon as possible.

The Curriculum Guide will be used in the preparation of kindergarten teachers of English in a special bilingual, bicultural training program which is to be conducted by the Bureau of Indian Affairs during the summer of 1969. Dr. Saville, who will be teaching in this special training program, is also in the process of preparing the actual teaching materials suggested in the Recommendation. The teaching materials will be based on the present Curriculum Guide but prepared under a separate contract with the BIA.

Sirarpi Ohannessian
Director, English for Speakers
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July 1969

PREFACE

In September, 1969, the Bureau of Indian Affairs is instituting a bilingual-bicultural kindergarten program on the Navajo Reservation. A major aim of the program is to develop and implement a curriculum in which Navajo is the primary medium of instruction and English is taught as a second language.

While the teaching of English is only one part of the total kindergarten curriculum, it is a part upon which future school achievement and social mobility largely depend. This guide outlines the distinctive sounds of English which need to be mastered, the basic sentence patterns of the language, and a vocabulary sufficient for classroom procedures and beginning reading texts. The content and ordering of the language lessons are based on a contrastive analysis of Navajo and English, which allows the prediction and description of problems the speakers of one will have in learning the other. A sequential and distinctly separate base in English language and concepts is developed to minimize interference in linguistic structures and concept referents.

To date, little research has been done on such relevant topics as the developmental patterns and learning styles of Navajo children, nor have the exact processes of second language acquisition been identified and described. Only when such information is available could any valid universal claims be made about <u>the</u> best way to teach a second language to <u>all</u> children. We cannot wait until such data are available. We must proceed with those methods which we believe will be most effective in the light of present knowledge and experience. Indeed, research in related areas indicates that we will probably find no one best method for teaching all children, but that different methods will be more effective for different groups and individuals.

Most of the instructional methods suggested in this guide have already proved successful in teaching English to young children from other linguistic backgrounds. A few of the methods are new

and have been developed especially for this project. They are designed to be appropriate to the needs and interests of Navajo children, as understood by the author.

An evaluation of these procedures should be made by teachers, in classrooms, with Navajo children. The kindergarten teachers and aides participating in this project are therefore urged to consider critically the suggested language methods during this first year of bilingual kindergarten instruction.

I. INTRODUCTION

Children do not begin learning when they come to school; they bring a wide variety of concepts and experiences developed in the preschool years. When the language of formal classroom instruction is a foreign language, as English is to many beginning Navajo students, expression of both these learned concepts and the development of new ones are thwarted by the communication barriers between teachers and learners. One benefit of bilingual education over instruction only in a foreign language is that concept expression and development need not wait for the acquisition of the new language, in this case English, but continues from home to school, bridging a gap, making transition easier for the children, and allowing immediate progress in concept building.

Although most instruction during the kindergarten year will be in the Navajo language, a solid foundation in English as a second language should be developed which will meet the children's requirements without threatening their institutions or values. English will play a rapidly increasing part in their instruction in subsequent years, and a solid and meaningful foundation will contribute to their future success.

The English content of the kindergarten curriculum should include enough basic structures and vocabulary to permit English to be used as a limited medium of instruction by the end of the year. The English content should help the children get acquainted with the school environment, beginning where the child begins and gradually adding unaccustomed features. Hopefully, each child will be able to continue school in a bilingual setting, but where this is not possible he should be prepared to succeed in an English-speaking first grade classroom.

The methods suggested in this curriculum guide set this pattern of success in English. They do not require "trial and error" learning, or random activity with haphazard and/or selective

reinforcement. Children will be asked to produce only what they first understand, and opportunities for mistakes are as far as possible minimized.

The language content and activities are selected in part to promote the attitude that learning in English, as well as in the native language, is a pleasant and rewarding experience.

II. ORGANIZATION AND PROCEDURE

The kindergarten curriculum should provide for alternating periods of formal instruction, informal learning, and creative and kinesthetic activity. The period for direct instruction in English should occupy twenty to thirty minutes of the school day and be spaced between periods of informal activity. The rate of instruction should remain flexible, and no definite limits set as to what structures must be covered in every classroom each day. The sequence of instruction, however, is fixed. This sequence should not be changed. Language learning is cumulative; new structures build on what has already been learned. In addition, the material is graded, with easier structures presented first so that several new features are not introduced at the same time.

This cumulative development is analogous to the "stages" a child goes through in his physical development; he must learn to walk before he can run, and to run before he can perform the more complicated physical task of skipping. Just as normal children progress through these stages at varying rates, so they may be expected to progress at different rates through the stages of learning a second language. While walking seems to require conscious effort on the part of a very young child who is just learning the skill, it becomes an automatic habit which he continues to practice even after he has learned more demanding skills. Language skills, too, become habits, and the basic structures which are learned very early will continue in frequent use even when more complicated ones are added.

Each "stage" in the English curriculum is prepared for approximately a four-week period of instruction, but variations in the rate from class to class and even with each class are to be considered acceptable and normal. When one stage takes longer for some children than others, the group may be divided and instructed in English at different times during the day so that the rate may be varied within a single classroom. The class would then also be

divided for some other activity of comparable length, such as outdoor play, with the aide supervising the alternate activity for each sub-group. Such division would also be advisable when the group contains several fast learners, or children who already have some command of English before coming to school.

Each language "stage" is divided into fifteen "steps", which will probably take from one to two days each. Five auxiliary steps are added to each stage for the more rapid learners who complete a stage in less than four weeks. These auxiliary steps do not introduce any new grammatical structures, but add additional vocabulary items to those already mastered. The auxiliary steps should not be presented to the slower students who require four weeks or longer for the required fifteen steps.

No English should be introduced into the bilingual kindergartens until after the fourth week of school, with all prior activities in the language of the home. The initial school environment should also be as close to that found at home as possible. Sheepskin rugs will be more appropriate than tables and chairs, and the toys and games should be the familiar ones of home. The first nouns introduced in the English lessons are labels for objects in the typical classroom which are not in the school environment up to that point. These will be brought into the classroom as the labels are provided for them, and will range from the tables and chairs for the children's use to the blocks, dolls, and other toys for their play centers. By introducing these school-related objects in the English content, the children can gradually become accustomed to the "trappings" of a classroom. Because many of these objects will provide enjoyment, the English lessons will hopefully be a pleasant experience and set a positive attitude toward and eagerness to learn the language which will be the primary medium of formal instruction for the students in the future.

Stage One is a period of exposure to English. Its goals are to familiarize the children with some of the sounds and intonation patterns, and to create in them a set for learning English before formal instruction begins.

Formal English instruction begins with Stage II, but it requires no verbal responses from the children. They observe first, then perform only familiar actions in response to the verbal cues. Pronouncing the unfamiliar is left until recognition and understanding are achieved. Each language lesson begins with a greeting in English which signals the change in linguistic procedure. This greeting is the same familiar greeting heard on the tapes in Stage I. The first content words introduced are action verbs, rather than the nouns and noun phrases usually suggested. The ordering, i.e., learning action words first, permits active responses on the part of the children and actual demonstrations of meaning in both presentation by the teacher and response. Since Navajo is considered a "verb-base" language, this ordering is consistent with the hypothesis that action concepts may be easier, as well as more interesting, for the Navajo children to learn.

The children are asked to produce English structures beginning with Stage III. They will initially produce only that which is familiar and which they already have learned to understand in Stage II. All new material will first be presented and demonstrated; the child will develop familiarity and understanding as indicated by non-verbal responses before verbally responding to or replicating the English structures. In this way the children will never be asked to say anything they do not understand.

III. SPECIFIC LINGUISTIC AIMS

The speaker of a foreign language can say quite a bit using only one percent or even less of its vocabulary, and with a control of from fifty to ninety percent of its grammar. He will, however, be required to have an almost one hundred percent control over the sounds of the new language to avoid sounding "strange" or being misunderstood.[1]

A student of any age learning English must learn to hear, and then produce, twenty-four distinctive consonant sounds. The term for distinctive sounds is "phonemes". The symbol used for each of these sounds is enclosed in slanted lines (/ - /), and is often not the same as the symbol which represents the sound in conventional spelling. Some sounds in English are spelled in several ways, as the /f/ sound in fear, photo, and enough. The system of notation used here allows one symbol to consistently represent one distinctive sound. These phonemes are classified according to the way they are pronounced, and each is followed by an example in conventional orthography.

	Voiceless[2]		Voiced[3]	
Stops (sounds produced by complete closing of the passage of air through the mouth):	/p/	pie	/b/	boy
	/t/	tie	/d/	dog
	/k/	cat	/g/	gate
Affricates (stop consonants released with a friction sound):	/č/	chair	/ǰ/	giant

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[1] Gleason, H.A., Jr., An Introduction to Descriptive Linguistics, revised edition, New York: Holt, Rinehart, and Winston, Inc., 1961, p. 343.

[2] Produced without vibration of the vocal cords.

[3] Produced with vibration of the vocal cords.

	Voiceless	Voiced
Spirants (produced by a constriction causing friction in the mouth but not completely closing the passage of air):	/f/ fair	/v/ very
	/θ/ thing	/ð/ this
	/s/ sit	/z/ zebra
	/š/ shell	/ž/ azure
	/h/ house	
Liquids:		/l/ light
		/r/ rat
Nasals (produced with the stream of air flowing through the nasal passage rather than through the mouth):		/m/ man
		/n/ name
		/ŋ/ sing
Semivowels:		/w/ wash
		/y/ yellow

There are nine distinctive vowel sounds in English, and these combine with the semivowels to form glides.

/i/ pit	/ɨ/ just	/u/ put
/e/ met	/ə/ cut	/o/ coat
/æ/ cat	/a/ father	/ɔ/ caught

/iy/ beat	/uw/ boot
/ey/ bait	/ow/ boat
/ay/ bite	/aw/ bout
/oy/ boy	

There are many differences between English and Navajo, both in the pronunciation of sounds which have similar positions in the phonological systems of the two languages, and in the pronunciation of sounds which occur in one language, but have no correspondence in the other. In general, the speaker of Navajo has a tenser articulation of all phonemes which he frequently carries over into his pronunciation of English. The following brief description of the differences between these sound systems is based on descriptions

of Navajo by Harry Hoijer and Robert Young. The symbols used to represent the Navajo sounds are those which have been recommended for writing that language[4] and are underlined. The English sounds are represented by the symbols used in the chart above.

a	gah[5]	'rabbit'
b	bibid	'his stomach'
ch	chíil	'snowstorm'
ch?	ch?ah	'hat'
d	daan	'springtime'
dl	anádlohgo	'while he laughs'
dz	dzit	'mountain'
e	ké	'shoe'
g	gah	'rabbit'
gh	naaghá	'he is walking about'
h	ch?ah	'hat'
hw	hwiih	'satiety'
i	ni	'you'
j	jí	'day'
k	kin	'house'
kw	kwii	'here'
k?	k?ad	'now'
l	le?	'let it be so'
ł	dił	'blood'
m	ma?ii	'coyote'
n	noo?	'cache'
o	shoh	'frost'
s	sis	'belt'

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[4]See Conference on Navajo Orthography, Albuquerque, New Mexico, May 2-3, 1969, Washington, D.C.: Center for Applied Linguistics, 1969.

[5]The examples listed are taken from Robert Young, English as a Second Language for Navajos: An Overview of Certain Cultural and Linguistic Factors, revised edition, Albuquerque: Albuquerque Area Office, Bureau of Indian Affairs, 1968, 169 pp.

sh	shoo	'look!'
t	átsé	'first'
t?	t?iis	'cottonwood'
tł	tłah	'ointment'
tł?	tł?éé?	'night'
ts	tsin	'wood'
ts?	ts?in	'bone'
w	waa?	'bee weed'
x	xis	'pus'
y	yas	'snow'
z	azéé	'mouth'
zh	shaazh	'knot'
?[6]	ła?	'one'

Stops

Navajo b is similar to the English /p/ in 'spot'. Navajo speakers do not distinguish between English /p/ and /b/ and often substitute their own b for both. Since this stop never occurs in syllable final position, they often substitute ? for final /p/ or /b/ or reduce all final stops to the Navajo d. In pronouncing the final labial stops, Navajo speakers often retain a glottal closure, ? , before the labial closure and do not make the bilabial stop audible.

Navajo t, which is usually followed by the velar spirant x, and t?, its glottalized counterpart, have no correspondences in English. Navajo d is similar to the English /t/ in 'stop'. The Navajo speaker typically substitutes his d for English /t/ or /d/ in initial position and d, ? or ?d for /t/ or /d/ in final position.

Navajo k is more heavily aspirated than its English correspondent (i.e., produced with a stronger puff of air than English

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[6]The glottal stop, ?, is produced by the closing and opening of the vocal cords.

/k/ in 'cook') and is usually substituted for English /k/ in initial position. Final /k/ is usually replaced by Navajo ʔ. The kw occurs only in syllable initial position in both languages (as in English 'quick') and kʔ has no English equivalent. Navajo g is similar to the English /k/ in 'scat'.

Although not a phoneme of English, ʔ occurs at the beginning of syllables in such English forms as 'Oh, oh!' Speakers of Navajo frequently substitute it for stop consonants, especially in syllable final position, and add it before initial vowels as is required in Navajo. This carry-over produces the "choppy" sound that usually characterizes the speech of Navajos learning English.

Affricates

Navajo ch is more heavily aspirated than English /č/, and Navajo j is voiceless while English /ǰ/ is voiced. There is a tendency for speakers of Navajo to substitute j for both /č/ and /ǰ/ between vowels.

The lateral affricates in Navajo, tl and dl, have no phonemic correspondences in English, but an analogous cluster /gl/ occurs in English and is usually replaced with the Navajo dl by speakers of Navajo.

There are also no English phonemic correspondences for the Navajo alveolar affricates, but both dz and ts resemble the English /ts/ of 'hats'. Navajo ts is more heavily aspirated than English /ts/.

There is no English equivalent for Navajo tɬ or tɬʔ.

Spirants

There are no Navajo correspondents for /f, v, θ/ and /ð/. Since /f/ and /v/ are produced in a visible position, they should be learned with relative ease. Initial /v/ may become b or /f/ and final /v/ usually becomes b. The sounds /θ/ and /ð/ are more difficult for the speaker of Navajo to learn, and d may be substituted for both.

English /s, z, š/ and /ž/ and Navajo s, z, sh and zh are very similar and present few problems to the speaker of Navajo learning English.

The Navajo spirants x and gh have no equivalents in English.

English /h/ is less aspirated than Navajo h, but is reported to cause no problems.

Liquids

Navajo l is similar to the English /l/ of 'let'. Navajo speakers tend to pronounce all English /l/'s the same way rather than altering the tongue position as do speakers of English. English /r/ has no correspondent in Navajo, and many Navajo speakers omit it or substitute w or l. English has no equivalent for ɬ.

Nasals

English /m/ and /n/ and Navajo m and n are similar except that m can occur only as in syllable initial position in Navajo. Final /m/ in English is heard as a nasalized vowel. Usually the Navajo speaker closes his lips, nasalizes the preceding vowel and fails to release the lips. English /n/ does not occur in Navajo. It may be identified either with final n or vowel nasalization.

Semivowels

Initial /w/ and /y/ in English are similar to w and y in Navajo except for the greater friction in the Navajo sounds. These semivowels occur only in consonantal positions in Navajo and do not form glides as they do in English.

Vowels

The vowel system of English reportedly does not constitute a serious problem for speakers of Navajo because of the fairly close correspondences. The primary differences are that tone, vowel length and nasalization are used to distinguish meaning in Navajo, and English exhibits a greater variety of vowel sounds. Greater tenseness of the tongue and other muscles characterizes

the articulation of Navajo vowels. They are also pronounced without the off-glide so common in English.

English /i/ and /iy/ are similar to Navajo i and ii. In Navajo, however, a prefinal syllable containing i would assimilate to a following a or o. This does not occur in English.

English /e/ creates few problems for the speaker of Navajo, except when it occurs with on off-glide as /ey/. The cluster ei does occur in Navajo and is carried over into English for the pronunciation of both /ey/ and /ay/. Sometimes i is substituted for /e/ in the middle of words.

English /æ , ɨ/ and /ə/ do not occur in Navajo. The /æ/, when learned, is often substituted for English /e/.

English /a/ is similar to Navajo a and the Navajo ai as well as ei may substitute for English /ay/. The off-glides of /ow/ and /uw/ are more difficult for the Navajo speaker to learn.

Navajo o is more rounded than English /ow/ and its quality varies according to the surrounding sounds and the usage of individual speakers. Speakers of Navajo must learn to distinguish among English /u, ow/, and /uw/.

Consonant Clusters

Consonant clusters are rare in Navajo, and clusters in English present a major problem. Similar affricates are often substituted, as dl for /gl/, as in 'glide', tɬ for /kl/, as in 'clock', and ts for final /ks/ and /dz/, as in 'clocks' and 'beds'. Much of the Navajo student's difficulty with noun and verb inflections may be traced to his failure to hear or produce final consonant clusters.

Distribution

The distribution of Navajo consonants is much more restricted than that of English. Any Navajo consonant may begin a syllable, but only d, h, s, z, sh, zh, ɬ, l, n, g, and ? may end a syllable. Speakers

of Navajo have some difficulty hearing and producing consonants in final position which do not occur finally in their native language.

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During the kindergarten year, the children will be expected to learn to hear all of the distinctive sounds of English. They should also be able to produce all of the new sounds which do not have Navajo correspondences, for these will have minimal interference from the native sound system. The production of the final consonants and the consonant clusters will be mastered by a few, but will not be expected of all the children during this year of instruction. Vowel sounds seem to be harder for children to hear, perhaps because they cannot see differences in the way the sounds are pronounced. English vowel contrasts will not be emphasized until the last stage of the kindergarten language lessons.

Navajo and English are even more divergent in their grammatical structures than in their sound systems. A few of the more troublesome differences are these:

Pronouns

Navajo pronouns do not change their forms in the way English pronouns do. While the third person pronoun in English changes form according to number and case, and gender (in the singular), a single Navajo pronoun, bí, is used for all third person genders, numbers and cases. Thus Navajo speakers may have trouble learning to use the variant forms correctly, or may even use just one form of the pronoun for all third person situations. With the other personal pronouns, the English case distinctions are not matched by anything in Navajo, and the same types of errors may occur.

In Navajo, object pronouns occur as prefixes on the verb, rather than as independent forms. The occurrence of the English independent object pronouns may cause some confusion for the Navajo speaker.

Possessive pronouns in English will also cause difficulty because the distribution requirements are different from those for

possessive pronouns in Navajo. For example, body parts and kinship terms must always occur with a possessive prefix in Navajo, whereas in English it is possible to use them alone in a general sense. The use of such words in English in their unpossessed form may seem strange to the Navajo speaker.

In every possessive situation in Navajo there must be a possessive pronoun prefixed to the noun possessed. Even when a noun in the possessive form is given, the Navajo phrase must include a possessive pronoun prefix as well. Moreover, in Navajo the marker for possession goes with the possessed rather than the possessor as in English. This pattern carried over into English accounts for such non-standard phrases as "the boy his hat".

Plurals

With few exceptions, nouns in Navajo do not change form to express singular or plural. Plurality of the subject is usually indicated in the verb. Navajo speakers may carry this pattern into English and say something like "The horse are running" instead of "The horses are running."

Word Order

Word order, while relatively fixed in both Navajo and English, differs widely in the two languages. For example, when subject and object both occur in the same Navajo sentence, the normal order is subject + object + verb. When an indirect object is added, it must always precede the direct object. English not only has a different order of elements: the arrangement of elements is somewhat more flexible.

Most of the inflectional elements of words occur as prefixes in Navajo but as suffixes in English. This may partly explain why Navajo speakers omit inflectional suffixes in English.

English prepositions also constitute a potential problem in word order for the Navajo speaker, who is accustomed to the postpositions of his language. These usually occur as suffixes attached to the object, very different from English prepositions which occur as independent forms before their objects. The English phrase "toward it" would be expressed as bich'į' (bi- 'it', -ch'į' 'toward') in Navajo, and therefore may be replaced with the more literal translation "it toward".

Article

There are no words in Navajo which correspond exactly to the English definite and indefinite articles (although there are forms which can be used to show definiteness and indefiniteness). Navajo speakers may therefore omit the articles in English, producing such non-standard constructions as "Joe has red hat" or "Book on table is red."

Adjectives

With only a few exceptions, there are no adjectives in Navajo. The closest form to the adjective as it is used in English is a "neuter verb" which occurs after the noun, really constituting sort of a relative clause. English adjectives, therefore, constitute a new grammatical class to be learned. Navajo speakers learning English may have some difficulty using adjectives before nouns, as in "the pretty girl", long after they can produce adjectives in predicate position, as in "The girl is pretty."

Intonation

Navajo speakers often use English pitch and stress patterns inappropriately when they are learning the language. These patterns are used in English to differentiate several types of meaning that are indicated in Navajo by the use of particles.

Antonyms

The Navajo language usually represents opposites by means of negation rather than by the antonyms that are so commonly used in English. The Navajo speaker may, for example, use the corresponding opposites "good"/"not good" rather than "good"/"bad".

Questions

In Navajo questions are formed by the insertion of a question particle into a statement. English questions are formed in a variety of ways: questions with Yes/No responses are formed by inversion of the subject and the finite verb, e.g., "Is this your book?" or "Does he live here?", or by means of a change in intonation, as in "You're coming?" Questions asking for information are formed by means of a question word which occurs at the beginning of the question. The Navajo speaker may have considerable difficulty in learning these patterns, especially the inversion form. He may make mistakes such as "Does John lives here?".

STAGE I

Stage I of the English content is designed to develop a motivational state of readiness to learn English and to familiarize the children with the sounds of English. When the novelty wears off, the children may recognize sounds in English that are similar to those in Navajo and perhaps also notice some differences in sounds and intonation patterns.

Record players and tape recorders will be available to the children in the classrooms. The children may use them as they wish. Some of the recordings are made especially for this project. They start with a man's voice for the story teller, using an introductory theme for each story which is identical to that which will be used by the teacher in Stage II.

Stage I involves only exposure to the sounds of English in an informal setting, and the teacher and aide should continue to use only Navajo. After the sounds have lost their unfamiliarity, it would be very helpful if the teacher could find accompanying pictures to convey the concept that these sounds, too, are conveying meaning. These pictures, in the form of filmstrips with accompanying recordings, selected television programs, and picture books read in English, should be of sufficient interest to the children to create a desire to understand what is being said, to create a positive reason for learning English.

STAGE II

Step 1.a. Present Progressive "He's walking."

Pronoun + be (contracted form) + Verb-ing

I	am	walk
he	is	run
she		jump
it		sit
		stand

b. Command "Walk!"

Verb

Step 2. New Vocabulary "You're drinking."

we	are	eat
you		drink
they		sleep
		play

Step 3.a. Proper Noun "Mary's running." "Jump, Joe!"

Proper Noun + be (contracted form) + Verb-ing

(use the children's names)

Verb Proper Noun

(use the children's names)

b. Conjunction of Nouns "Mary and Joe are playing."

Proper Noun + and + Proper Noun +are + Verb-ing

and

Step 4. Definite Article with Common Noun "The boy's eating."

Definite Article +	Common Noun +	be +	Verb-ing
the	boy		cat
	girl		doll
	horse		

Step 5. Negative "The cat is not sleeping." "Mary and Joe aren't running."

Definite Article + Noun + be + not + Verb-ing

not

Step 6. Prepositional Phrase "The girl's running to the door."

Def. Article +	Noun +	be +	Verb-ing +	Prep +	Def Article +	Noun
				to		chair
				on		table
				over		door
				under		window

Step 7. Prepositional Phrase "Jump over the chair!"

Verb + Preposition + Article + Noun

Step 8. Demonstrative Pronoun "This is a radio."

Demon Pronoun + is + Indef Article + Noun

this	a	desk
		box
		radio
		chalkboard
		tape recorder
	an	airplane
		eraser

Step 9. This/That differentiation "That's a clock."

that
floor
record
record player
tape
clock

Step 10. Direct Object "Touch Joe!" "Take a pencil!"

Verb + (Article) + Noun

touch	crayon
take	pencil
	book
	bead
	block
	car
	truck

Step 11. Indirect Object "Show her a block!"

Verb + Object Pronoun + Article + Noun

show	me
give	him
	her
	us
	them

Step 12.a. Polite Command "Please give me the ball!"

Please + Verb + Indirect Object + Article + Direct Object

Please	ball
	balloon

b. Polite Response "Thank you."

Thank you

Step 13. Conjunction of Verbs or Verb Phrases

"He is sitting and eating."

Noun + be + Verb-ing + and + Verb-ing

"Please walk to the door and touch it."

Please + Verb (+Prep Phrase) + and + Verb (+ Dir Object)

Step 14. Plurals of Count Nouns "These are books."

Demonstrative Pronoun, plural + are + Count Noun-s

these

Step 15. These/Those Differentiation "Those are crayons."

those

Auxiliary Steps

Step 16.	rope	climb	up
	swing	swing	down
	slide	slide	
Step 17.		come here	
		stand up	
		sit down	
Step 18.	dish		
	knife		
	fork		
	spoon		
	bowl		
Step 19.	banana		
	apple		
	cookie		
	carrot		
	egg		
Step 20.	house		
	bed		
	telephone		
	stove		

STAGE III

Step 1.a. Commands

listen

repeat

b. Negative Commands "Don't repeat."

Do + not (contraction) + Verb

c. Question and Yes/No Response

"Is that a woman?" "Yes, it is."/"No, it isn't."

Is + Demonstrative Pronoun + Article + Count Noun

man

woman

baby

Yes + it + is No + it + is + not (contracted form)

Yes No

Step 2. Plurals in Question and Response

"Are these rocks?" "Yes, they are."/"No, they aren't."

Are + Demonstrative Pronoun, plural + Count Noun-s

tree

flower

rock

Yes + they + are

No + they + are + not (contracted form)

Step 3. Conjunction of nouns "Is this a tree or a flower?"

Be + Demon Adjective + Article + Noun + or + Article + Noun

or

Step 4. Completion question with "what" "What's this?"

What + be (contracted form) + Demonstrative Pronoun

what

Step 5. Completion question with "who" "Who's that?"

Who + be (contracted form) + Demonstrative Pronoun

who

Step 6. Question with Direct Object in Response

"What's he doing?" "He's throwing the ball."

What + be (contracted form) + Article + Noun + Verb-ing

do

Pronoun + be (contracted) + Verb-ing + Article + Noun

ride
hide
catch
throw
knock
hit
make
roll

Step 7. Question with Animate Noun in Response

"Who's hitting the ball?" "Joe's hitting the ball."

Who + be (contracted) + Verb-ing + Article + Noun

Animate Noun + be (contracted) + Verb-ing + Article + Noun

Step 8. New Vocabulary

Noun	+ be (contracted) +	Verb-ing	+ Prep	+ Article	+ Noun
		look	with		dog
			at		rabbit
					wagon

Step 9. Question with Prepositional Object in Response

"What's she playing with?" "She's playing with a puzzle."

What + be (contracted) + Animate Noun (or Pronoun) + Verb-ing + Prep

Animate Noun (or Pron)	+ be (contr) +	Verb-ing	+ Prep	+ Article	+ Noun
					peg
					pegboard
					puzzle

Step 10. Mass Nouns "He's drinking milk."

water	paste
milk	paper
paint	sand

Step 11. Mass Nouns versus Count Nouns

"This is chalk." "This is a crayon."

"These are crayons."

DemonPron,sg	+ is +	Mass Noun
		chalk
		clay
		soap
		money
		fire

DemonPron,sg	+ is +	IndefArt	+ Count Noun,sg.
DemonPron,pl	+ are +	Count Noun,pl	

Step 12. New Prepositions "John is sitting in the box."

in
in front of
behind

Step 13. Question requiring Locative Response

"Where's the doll?" "It's beside the door."

Where + be (contracted) + Article + Noun

where

Noun (or Pronoun) + be (contr) + Prep + Noun (or Pronoun)

beside

Step 14. Question requiring Response with Present Progressive and Prepositional Phrase

"What's he doing?" "He's sitting under the table."

"What + be (contr) + Noun (or Pronoun) + Verb-ing

Noun + be (contr) + Verb-ing + Prep + Article + Noun

Step 15. New Vocabulary "John's pushing the wagon."

push
pull
draw
bounce
bring

Auxiliary Steps

Step 16.

hop
skip
tap
wave
kick

Step 17. solid
liquid
ice
sugar
flour
butter

Step 18. store
food
bread
corn
cake

Step 19. clothes
dress
shirt
pants
belt

Step 20. penny
nickel
dime
quarter
dollar

STAGE IV

Step 1. Put and Take "Put the paste on the table!"

Verb + Article + Noun + Preposition + Article + Noun

put on

take off

Step 2.a. Verb of Possession "The man has money."

Noun + has/have (+ Article) + Direct Object

has scissors

have

b. Negative "He doesn't have money."

Pronoun + does/do + not (contracted) + have + Direct Object

does

doesn't

c. Yes-No Questions and Answers

"Does he have money?" "Yes, he does." /"No, he doesn't."

Does/do + Subject + Verb + Direct Object

Yes + Subject (Pronoun) + does/do

No + Subject (Pronoun) + does/do + not (contracted)

Step 3. Other Questions with Verb of Possession

"Who has the pegboard?" "What does the baby have?"

Who + has + Direct Object What + does/do + Subject have

Step 4. Infinitive "I want to eat."

"I want to throw the ball."

AnimNoun + want + to + Verb (+ Article + DirObj) (+ PrepPh)

want

Step 5. Shapes "Show me a circle!"

circle
square
triangle
rectangle

Step 6. Numbers: replace the article

"Give him the crayon!"/"Give him two crayons!"

Verb + Indirect Object + Number + Noun -s

one	hat
two	button
~~three~~	~~shoe~~
four	
five	

Step 7. Question with Quantity in Response

"How many shoes do you have?" "I have two shoes."

How many + Noun-s + do + Animate Noun (or Pronoun) + have

how many

Animate Noun (or Pronoun) + has/have + Number + Noun

Step 8. Colors "This is blue."

Demonstrative Pronoun + be + Color

red
yellow
blue
black

Step 9. Question with Color in Response

"What color is the circle?" "The circle is red."

What + color + be + Article + Noun

color

Step 10. Demonstrative Adjective "This car is black."

Demonstrative Adjective + Noun + be + Color

this	bus
that	car
	train
	boat
	vase
	feather

Step 11. Color has no plural: "What color are those pencils?"

"They are yellow."

What + color + be + DemonAdj, pl + Noun-s

these

those

Pronoun + be + Color

Step 12.a. The Same and Different

"Are these sounds the same or different?" "They're different."

Are + DemonAdj, pl + Noun-s + the same/different

sound the same

different

They + are (contracted) + the same/different

b. New Vocabulary

bell

drum

whistle

Step 13. Predicate Adjective derived from Verb

"Open the book!" "The book is open."

Verb + Article + Direct Object

open
shut

Article + Noun + be + Predicate Adjective

open
shut

Step 14. Past Tense of Regular Verbs

"She kicked the ball." "He walked to the door."

Noun + Verb-ed (+ Noun) (+ Prep + Article + Noun)

Step 15. Numbers "That dress has ten buttons."

six
seven
eight
nine
ten

Auxiliary Steps

Step 16.	read	left right
Step 17.	lift	heavy light
Step 18.	sing	high loud low soft
Step 19.	laugh cry smile	

STAGE V

Step 1. Predicate Adjectives "This boy is happy."

DemonAdj + Noun + be + Predicate Adjective

big
small
tall
short
happy
sad
pretty

Step 2. Colors "That truck is brown."

green
purple
brown
orange
white

Step 3. Verbs of Sense "I hear the drum."

(Article +) Animate Noun (or Pronoun) + Verb + Direct Object

see
taste
hear
smell
feel

Step 4. Adjectives That Complement Sensory Verbs

"This rock feels hard." "The banana tastes sweet."

(Article or DemonAdj +) Noun + Verb (of sense) + Adjective

hard rough
soft sweet
smooth sour

Step 5. Adjectives before the Noun

"The happy boy is singing." "The little babies are eating."

Article + Adjective + Noun + be + Verb-ing

fat
thin
big
little
new
old

Step 6. Irregular Plurals

"The child is playing." "The children are playing."

Article + Noun + is + Verb-ing	(Article +) Noun(pl) + are + Verb-ing
child	children
man	men
sheep	sheep
fish	fish

Step 7.a. Possessive Pronouns and Body Parts

"That is his nose."

DemonPron + be +	Possessive Pronoun +	Body Part (noun)
	my	eye
	your	ear
	his	nose
	her	mouth
	its	arm

b. Question about possession "Whose arm is this?"

Whose + Noun + be + Demon Pron

Step 8. Possessive Form of Nouns "That is the boy's arm."

DemonPron + be + Noun's + Body Part (noun)

hand
finger
thumb
foot
hair

Step 9. Possessive Pronouns and Body Parts, Plural

"Those are my feet." "These are our hands."

DemonPron, pl + are + Poss Pron + Body Part (noun)-s

our feet (irregular)
their

Step 10. Future Tense "He's going to jump."

(Article +) Noun (or Pronoun) + be (contr) + going to + Verb

going to

Step 11.a. Indirect Object expressed with to "Give the doll to Nancy!"

Verb + Direct Object + to + Noun (indirect object)

b. Two Pronominal Objects in One Sentence

"Give the doll to her!"

"Give it to her!"

Step 12. Comparative Form of Adjective

"Joe is taller than Nancy."

"The book is bigger than the crayon."

(Article +) Noun + be + Adjective-er + than + (Article +) Noun

long than
short

Step 13.a. Sentences introduced by There... "There are blocks on the floor."

There + be + Noun + Prep + Article + Noun

there

b. Questions with Be + there...

"Is there a book on the table?"

Be + there + Article + Noun + Prep + Article + Noun

Step 14. More and Less "There is more water in this glass."

There + be + more/less + Mass Noun + Prep + Art or Demon Adj + Noun

more — glass
less — cup
bottle

Step 15. Numbers "There are twelve children at the window."

eleven	sixteen
twelve	seventeen
thirteen	eighteen
fourteen	nineteen
fifteen	twenty

Auxiliary Steps

Step 16.

first
then
last

Step 17.

word
letter
line
page

Step 18. animal
zoo
cage
tiger
lion
elephant

Step 19. zebra
camel
stripe
head
tail

Step 20. chicken
kitten
puppy
bird
lamb

STAGE VI

Step 1. Locative Adverb "The crayons are here."

"The pencils are there."

Article + Noun + be + Locative Adverb

here

there

Step 2. New Vocabulary "Paste a circle on the paper!"

paste

paint

color

cut

Step 3.a. Possessive Predicate Adjectives

"This is my truck." "This truck is mine."

Demon Pron + be + PossAdj + Noun

Demon Adj + Noun + be + Possessive Predicate Adjective

mine

yours

his

hers

ours

theirs

b. Possessive Nouns in the Predicate

"This is Joe's drum." "This drum is Joe's."

DemonPron + be + Noun-s + Noun

DemonAdj + Noun + be + Noun-s

c. Questions with the possessive predicate adjective

"Whose is this truck?"

Whose + be + DemonAdj + Noun

Step 4. Present Perfect Progressive "The girls have been playing."

(Article +) Noun (or Pronoun) + has/have + been + Verb-ing

been

Step 5. Question with Present Perfect Progressive

"Has he been sleeping?"

has/have + Noun (or Pronoun) + been + Verb-ing

Step 6. Adverb of Manner "He is running fast."

(Article +) Noun (or Pronoun) + be + Verb-ing + Adverb of Manner

fast
slowly
quietly
noisily

Step 7. New Prepositions "A crayon is inside the box."

Article + Noun + be + Prep + Article + Noun

inside
outside

Step 8. New Vocabulary "This line is straight."

DemonAdj + Noun + be + Pred Adj

line	round
road	straight
track	curved
river	

Step 9. New Vocabulary "There's little rain in the desert."

There + be (contracted) + little/much + Noun + Prep + Noun

	little	rain	forest
	much	sunshine	desert

Step 10. Indefinite Adjectives "Some boys have crayons."

Indefinite Adjective + Noun, pl + have + Noun

some
any
many

Step 11. Inclusive and Exclusive Adjectives

"Every girl has crayons."

In-/Ex-clusive Adj. + Noun, sg + has + Noun

every
no

Step 12. New Vocabulary "There are four wheels on the car."

tire
wheel
steering wheel
engine
seat
trunk

Step 13. New Vocabulary "A sheep has wool."

hide
fur
scales
skin
wool

Step 14. Instrument "Dig a hole with the shovel!"

"Draw a sheep with a crayon!"

Verb +	Article +	Noun +	with +	Article +	Noun (Instrument)
dig		hole			hoe
water		seeds			hose
plant					shovel

Step 15. New Vocabulary

pick	leaf
grow	stem
	root
	branch

Auxiliary Steps

Step 16. Telling Time (hours only)

"What time is it?"

"It's one o'clock."

time

o'clock

Step 17. Telling half-hours

"It's one-thirty."

thirty

Step 18.

today	Wednesday
tomorrow	Thursday
Sunday	Friday
Monday	Saturday
Tuesday	

Step 19. yesterday

now

later

before

after

Step 20. season

spring

summer

fall

winter

IV. SAMPLE LANGUAGE ACTIVITIES

Each step in the English lessons contains several different kinds of activities. Detailed instructions for each step, along with necessary visual aids, will be provided for the teachers at regular intervals during the coming year. The following examples indicate some of the types of activities which will be used.

STAGE II

Step 1. Show pictures of a boy, a girl, and a cat walking, running, jumping, sitting, and standing. Describe each picture after the pattern "He is walking." Without pictures, sit in a chair and say "I am sitting"; stand and say "I am standing"; walk and say "I am walking." In addition, the aide may carry out commands: say "Walk!", and while the action is in progress, "She is walking." Give commands to individual children to follow once they have been illustrated. In each case, describe the action in progress.

Step 8. Touch each of the objects in the room which have been introduced, saying as you do, "This is a _____." Show pictures of the same objects and repeat the sentences as you hold the pictures in front of the class.

Step 9. Touch some of the objects in the room and say as before: "This is a _____." Pointing to other objects across the room, say "That is a _____." Give half of the pictures of objects to various children to hold. Then describe alternately your pictures and

those the children are holding at a distance, saying "This is a _____", "That is a _____." Have the children take turns pointing to objects in the room, while you describe them in the pattern "That is a _____."

Step 14. Hold up two pictures illustrating each of the count nouns, one with one object and one with two or more. First display the picture of the single noun, then of the plural, saying "This is a _____; these are _____s" as you show each pair.

Step 15. Distribute the pictures among the children and have them hold up one at a time while you provide the appropriate descriptions according to the same patterns: "That is a _____" or "Those are _____s."

STAGE III

Step 1.c. Point to objects in the room and ask the children, "Is that a _____?" They should respond "Yes, it is," or "No, it isn't." Place several of the smaller objects in paper bags. Then let one child put his hand in and feel an object without looking at it. Ask him questions of the form "Is that a _____?" until he can respond, "Yes, it is." After two or three children have had turns, others may ask the questions.

Step 2. Have the children sit in pairs with one set of small pictures or objects between them. One child shows all of them, one at a time. He asks "Are these _____s?", or "Is this a(n) _____?" The other answers

"Yes, they are" or "Yes, it is." The two children change places at the end of the series so that the one who has responded to the questions now asks them of the other child.

Step 4. Hide one picture or object from view and ask the children "What's this?" They take turns guessing, "That's a _____." You reply "Yes, it is" or "No, it isn't." The child who guesses correctly has the next turn hiding a picture from sight, asking "What's this?" and responding to the guesses of the other children.

Step 6. Pantomime some action which involves an object, such as rolling a ball. Ask the children "What am I doing?" Let the child who answers correctly perform a different action and you ask the others "What is he/she doing?" The first one to guess correctly has the next turn.

Step 12. Place a large box before the class and have one child stand in front of it. Say to the class, "(John) is standing in front of the box", then have him move to the back and you say "(John) is standing behind the box." Repeat for "in the box" and "under the box", changing both verbs and subjects. Have individual children then use the same pattern to describe the positions of different objects or of other children in relation to the box.

Step 13. Add "beside the box" to the locations described in Step 12. Change the nouns in the prepositional phrase to include "under the table", "beside the chair", "in front of (Mary)", and similar phrases. When the subject is in position, ask the class "Where's _____?" The children answer in unison or individually.

STAGE IV

Step 1. Arrange several objects on a table in front of the class. Say "Take the _____ off the table! Put it on the chair!" Repeat, using different phrases in the second sentence, such as "under the table" or "behind the door." After two or three children have responded, let them take turns giving each other similar directions.

Step 3. Distribute pictures or objects to all of the children. Ask, "Who has the _____?" The child who has it holds it in the air and all respond, "(Nancy) has the _____." Then you ask "What does (Nancy) have?" The children again respond "She has the _____."

Step 7. Put five beads, pegs or buttons in a box or bag. Take out one or more in your closed hand. Ask the children, "How many _____s do I have?" A child guesses, "You have _____." Count the objects out loud and then say, "Yes, I do" or "No, I don't." The child who answered then takes some in his hand and asks the others, "How many _____s do I have?"

Step 8. Hold up a piece of red paper and say, "This is red." Touch different objects in the room that are red and look for more red objects, and then repeat the sequence for yellow, blue, and black.

Step 9. Put shapes which are differently colored in front of the class and ask "What color is the _____?" They respond: "The _____ is _____."

Step 10. Describe the color of several objects after the pattern: "This/that _____ is _____." Have each child cut out a feather from colored paper and ask him "What color is the feather?" Each responds "This feather is _____." Ask about other objects or pictures in the room, awaiting a similar response. Ask the same questions about pictures the children have colored or painted. Distribute only red, yellow, blue and black paper, paint or crayons at this point, in order to limit the responses.

Step 14. Show several pictures which illustrate present and past action, such as "He is jumping over the box." "He jumped over the box." Give commands to children using the same verbs. Describe each action while it is in progress and after it has been completed: "Walk to the door! He is walking to the door. He walked to the door."

Step 15. Have pictures of dresses or shirts with from one to ten buttons each. Ask "How many buttons are on this _____?" The children should count and respond: "That _____ has _____buttons." Point to individual children's dresses or shirts and ask "How many buttons are on that _____?" They count and respond, "This _____ has _____ buttons."

STAGE V

Step 2. Hold up pictures to illustrate a tall man, short man, happy man and sad man. Describe each in the pattern "This is a _____ man," and have the children say in response, "That is a _____ man." Repeat with groups of pictures illustrating big, small, happy, sad, and pretty. Show the pictures again and ask such questions

as "Is this a happy boy?" "Is this a big truck?" The children should respond "Yes, it is" or "No, it isn't."

Step 5. Show several pictures of people or things. Have the class decide if they are fat or thin, big or little, old or new. Then have several children act out one of a given pair of words and let the others guess which they are portraying. Say "happy" or "sad" and a child should either smile or frown. The others then guess and take turns with the other pairs of adjectives which have been introduced.

Step 10. Add a third picture expressing future action to the pairs expressing present and past which have already been used. Describe each to the class, as "He's going to jump. He's jumping. He jumped." Have the children repeat each sentence, and then use the future tense before giving a command: "(Joe) is going to walk. Walk, (Joe)! (Joe) is walking. (Joe) walked." Have the class join you in the descriptive sequences.

STAGE VI

Step 2. Hold up pictures to illustrate the verbs "paste, paint, color, cut". Describe each picture and have the children repeat the sentences after you. "He's pasting. She's pasting. He's cutting." Have three children hold the pictures in front of the class and ask, "Who's _____?" Individual children answer, "He/she's _____," as they point to the correct picture.

Step 3. Show pictures or objects that illustrate nouns presented in previous steps. Show each to the class as you say, "This _____ is mine," and then hand it to one child in the group, saying, "This _____ is yours." After each child in the class has a picture or object, point to each in turn and say to the rest of the class, "That _____ is his/hers." Each child then stands before the group and says, "The _____ is mine," and then points to another child and says to the class, "The _____ is his/hers."

Step 4. Show the appropriate pictures as you say and the children repeat the following sentences. "He is running. He has been running. He is eating. He has been eating." Have one child run around the room as you say "(Joe) is running." When he stops, say "(Joe) has been running." Repeat with other children jumping, eating, and sitting. Have more than one child perform an action at the same time. Describe in the pattern "They have been _____-ing."

Step 10. Cut out small pictures of many rabbits, cats, and apples and place them on a flannel board. Take one or more pictures from the flannel board and say, "I have a/some/many ___(s)." Replace the pictures and give several children a chance to take pictures and describe what they have. A child may say, "I have a rabbit and some apples."

Leave only the cats on the flannel board and cut out a hat and ball for each one. Give a command and have the class repeat it after you. "Give each cat a ball. Give some cats hats. Give any cat a hat. Give any cats balls. Give many cats hats." One child follows each direction and says, "I'm giving each cat a ball", etc.

V. EVALUATION

No formal tests will be given for their English proficiency, but evaluation of the children's progress is very important. The primary purpose of such evaluation is to determine the appropriate rate of instruction for a group or individual. The criteria for evaluation are the children's ability to make appropriate responses to commands and questions.

The best method for testing understanding is to observe the assurance and accuracy which the children exhibit in such responses. Additional suggestions for evaluating and recording the children's progress will be provided periodically during the school year.

VOCABULARY LIST

for
Basic Steps

(The numbers at the right of each word indicate the stage and step where the word first occurred.)

A	
a	II.8
airplane	II.8
am	II.1
and	II.3
any	II.10
are	II.2
arm	V.7
at	III.8
B	
baby	III.1
ball	II.12
balloon	II.12
bead	II.10
behind	III.12
bell	IV.12
beside	III.13
big	V.1
bigger	V.12
black	IV.8
block	II.10
blue	IV.8
boat	IV.10
book	II.10
bottle	V.14
bounce	III.15
box	II.8
boy	II.4
branch	VI.15
bring	III.15
brown	V.2
bus	IV.10
button	IV.6
C	
car	II.10
cat	II.4
catch	III.6
chair	II.6
chalk	III.11
chalkboard	II.8
child	V.6
children	V.6
circle	IV.5
clay	III.11
clock	II.9
color (n.)	IV.9
color (v.)	VI.2
crayon	II.10
cup	V.14
curved	VI.8
cut	VI.2
D	
desert	VI.9
desk	II.8
different	IV.12
dig	VI.14
do	III.6
does	IV.3
dog	III.8
doll	II.4
door	II.6
draw	III.15
drink	II.2
drum	IV.12
E	
ear	V.7
eat	II.2
eight	IV.15
eighteen	V.15
eleven	V.15
engine	VI.12
eraser	II.8
every	VI.11
eye	V.7
F	
fast	VI.6
fat	V.5
feather	IV.10
feel	V.3
feet	V.9
fifteen	V.15
fine	IV.6
finger	V.8
fire	III.11
fish	V.6
flocr	II.9
flower	III.2
foot	V.8
forest	VI.9
four	IV.6
fourteen	V.15
fur	VI.13
G	
girl	II.4
give	II.11
glass	V.14
going to	V.10
green	V.2
grow	VI.15
H	
hair	V.8
happy	V.1
hard	V.4
has	IV.2
hat	IV.6
have	IV.2
he	II.1
hear	V.3
her (obj.)	II.11
her (poss.)	V.7
hers	VI.3
hide (v.)	III.6
hide (n.)	VI.13
him	II.11
his	V.7
hit	III.6
hoe	VI.14
hole	VI.14
horn	II.4
hose	VI.14

I

I II.1
in III.12
in front of III.12
inside VI.7
is II.1
it II.1
its V.7

J

Joe II.3
jump II.1

K

kick IV.14
knock III.6

L

leaf VI.15
less V.14
line VI.8
listen III.1
little V.5
long V.12
look III.8

M

make III.6
man III.1
many VI.10
Mary II.3
me II.11
men V.6
milk III.10
mine VI.3
money III.11
more V.14
mouth V.7
much VI.9
my V.7

N

new V.5
nine IV.15
nineteen V.15
No III.1
no (adj.) VI.11
noisily VI.6
nose V.7
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O

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off IV.1
old V.5
on II.6
one IV.6
open (v.) IV.13
open (adj.) IV.13
or III.3
orange V.2
our V.8
ours VI.3
outside VI.7
over II.6

P

paint (n.) III.10
paint (v.) VI.2
paper III.10
paste (n.) III.10
paste (v.) VI.2
peg III.9
pegboard III.9
pencil II.10
pick VI.15
plant VI.14
play II.2
playing VI.6
please II.12
pretty V.1
pull III.15
purple V.2
push III.15
put IV.1
puzzle III.9

Q

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R

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rain VI.9
record II.9
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rectangle IV.5
red IV.8
repeat III.1
ride III.6
river VI.8
road VI.8
rock (n.) III.2
roll (v.) III.6
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rough V.4
round VI.8
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running VI.6

S

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same IV.12
sand III.10
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scissors IV.2
seat VI.12
see V.3
seed VI.14
seven IV.15
seventeen V.15
she II.1
sheep V.6
short V.1
shovel VI.14
show II.11
shut (v.) IV.13
shut (adj.) IV.13
sit II.1
six IV.15
sixteen V.15
skin VI.13
sleep II.2
sleeping VI.5
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small V.1
smell V.3
smooth V.4
soap III.11
soft V.4
some VI.10
sound IV.12
sour V.4
square IV.5
stand II.1
steering wheel VI.12
stem VI.15
straight VI.8
sunshine VI.9
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T

table	II.6
take	II.10
tall	V.1
tape	II.9
tape recorder	II.8
taste	V.3
ten	IV.15
than	V.12
thank you	II.12
that (pron.)	II.9
that (adj.)	IV.10
the	II.4
their	V.8
theirs	VI.3
them	II.11
there	V.13
these (pron.)	II.14
these (adj.)	IV.11
they	II.2
thin	V.5
thirteen	V.15
this (pron.)	II.8
this (adj.)	IV.10
those (pron.)	II.15
those (adj.)	IV.11
three	IV.6
throw	III.6
thumb	V.8
time	VI.16
tire	VI.12
to	II.6
touch	II.10
track	VI.8
train	IV.10
tree	III.2
triangle	IV.5
truck	II.10
trunk	VI.12
twelve	V.15
twenty	V.15
two	IV.6

U

under	II.6
us	II.11

V

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W

wagon	III.8
walk	II.1
want	IV.4
water (n.)	III.10
water (v.)	VI.14
we	II.2
what	III.4
wheel	VI.12
where	III.13
whistle	IV.12
white	V.2
who	III.5
window	II.6
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with (instr.)	VI.14
woman	III.1
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Y

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Yes	III.1
you	II.2
your	V.7
yours	VI.3

VOCABULARY LIST
for
AUXILIARY STEPS

A	
after	VI.19
animal	V.18
apple	II.19
B	
banana	II.19
bed	II.20
before	VI.19
belt	III.19
bird	V.20
bowl	II.18
bread	III.18
butter	III.17
C	
cage	V.18
cake	III.18
camel	V.19
carrot	II.19
chicken	V.20
climb	II.16
clothes	III.19
come here	II.17
cookie	II.19
corn	III.18
cry	IV.19
D	
dime	III.20
dish	II.18
down	II.16
dress	III.19
E	
egg	II.19
elephant	V.18
F	
fall (season)	VI.20
first	V.16
flour	III.17
food	III.18
fork	II.18
H	
head	V.19
high	IV.18
hop	II.16
house	II.20
I	
ice	III.17
K	
kick	III.16
kitten	V.20
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L	
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letter	V.17
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liquid	III.17
loud	IV.18
low	IV.18
M	
Monday	VI.18
N	
nickel	III.20
now	VI.19
P	
page	V.17
pants	III.19
penny	III.20
puppy	V.20
Q	
quarter	III.20
R	
read	IV.16
right	IV.16
rope	II.16
S	
Saturday	VI.18
season	VI.20
ship	III.16
shirt	III.19
sing	IV.18
sit down	II.17
slide (n.)	II.16
slide (v.)	II.16
smile	IV.19
soft	IV.18
solid	III.17
spoon	II.18
spring	VI.20
stand up	II.17
store	III.18
stove	II.20
stripe	V.19
sugar	III.17
summer	VI.20
Sunday	VI.18
swing (n.)	II.16
swing (v.)	II.16
T	
tail	V.19
tap	III.16
telephone	II.20
then	V.16
thirty	VI.17
Thursday	VI.18
tiger	V.18
today	VI.18
tomorrow	VI.18
Tuesday	VI.18
U	
up	II.16
W-Z	
wave (v.)	III.16
Wednesday	VI.18
winter	VI.20
word	V.17
yesterday	VI.19
zebra	V.19
zoo	V.18